

# **AP European History**

## **Review #4**

### **4 major time periods**

**1. 1450-1648**

**2. 1648 - 1815**

**3. 1815 - 1914**

**4. 1914 - present**

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**Key Concept 4.1.** Total war and political instability in the first half of the 20th century gave way to a polarized state order during the Cold War and eventually to efforts at transnational union.

**Key Concept 4.2.** The stresses of economic collapse and total war engendered internal conflicts within European states and created conflicting conceptions of the relationship between the individual and the state, as demonstrated in the ideological battle between liberal democracy, communism, and fascism.

**Key Concept 4.3.** During the 20th century, diverse intellectual and cultural movements questioned the existence of objective knowledge, the ability of reason to arrive at truth, and the role of religion in determining moral standards.

**Key Concept 4.4.** Demographic changes, economic growth, total war, disruptions of traditional social patterns, and competing definitions of freedom and justice altered the experiences of everyday life.

1914-present		
Political	Social	Economic

# The Long Essay

Select 1 of 2 choices

15% of total exam score

Question 2 or Question 3

Suggested writing time: 35 minutes

**Directions:** Choose EITHER question 2 or question 3.

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Application of Historical Thinking Skills:** Develop and support an argument that applies historical thinking skills as directed by the question.
- **Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.

**Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.

- A development in a different historical period, situation, era, or geographical area.
- A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
- A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology).

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2. Describe and explain significant continuities and changes in attitudes toward and the experiences of European women from the Reformation through the Enlightenment. (*Historical thinking skill: Continuity and Change*)

"From the Reformation to the Enlightenment, women of Europe were looked upon as fragile, useless, and only good for a house wife. Over time these European women were able to receive some form of education and work, but their roles would always come up short or be postponed."

"Women's lives have often been shaped by the politics of their time. Though women from the Reformation to the Enlightenment were in some cases given better access to education and allowed to influence political discussions, they were still considered inferior to men and confined to roles as wives and mothers."

### Examples of Evidence

- Castiglione's *The Courtier* (traditional views of women)
- Patronage
- Lutheran Reformation and its influence on the role of women
- Katerina von Bora
- Calvin's negative views regarding women
- Anabaptists' allowance of women to preach/minister
- Closing of convents
- Education
- Literacy and the printing press
- Catholic women maintained access to convents
- Henry VIII (need for a male heir)
- Powerful female rulers: Elizabeth I, Mary Tudor, Catherine de Medicis, Mary Stuart (William and Mary), Maria Theresa, Catherine the Great
- Witchcraft trials
- Scientific Revolution
- Margaret Cavendish, Émilie du Châtelet, Maria Winkelmann (Kirch)
- Anatomical evidence of larger hips and smaller skulls
- Art: Artemesia Gentileschi, "Merchants Counting Money," "The Moneylender"
- The putting-out system
- Early industrial revolution
- Salons: Mme. Geoffrin, etc.
- Olympe de Gouges, *Declaration of the Rights of Woman and the Female Citizen*
- Mary Wollstonecraft, *Vindication of the Rights of Woman*
- Rousseau's *Émile*
- March on Versailles
- Jacobin clubs
- Napoleonic Code

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### **Examples of synthesis by connecting the argument to a development in a different historical period, situation, era, or geographical area (C4):**

- "As a whole, women struggled to have a significant status in European society throughout the reformation, while Elizabeth I's valiant leadership of England inspired many and broke barriers for what people thought of women, and women's education increased through the enlightenment as they began to take a more active role in society. Increasingly, women's roles in society led to eventually female suffrage that we see in most countries today not only European. Women are also involved with politics nowadays, with prominent female leaders such as Angela Merkel of Germany ruling to this day."
- "These attitudes towards women can be seen as similar to the much later gay rights movement in Europe. Many, at the time, radicals advocated for gay rights, but not much progress was made. But, like the women's rights movement, it gradually gained steam and popularity over time. Those separated by nearly a century, both movements were ultimately successful in major countries in Europe; yet both still have many ways to go in others."

"Describe and explain significant continuities and changes in attitudes toward and the experiences of European women from the First World War through the Cold War."

### **Examples of acceptable theses:**

- "Within the span of a century, women are able to go from being viewed as inferior to having suffrage and being able to have power in some instances. Though not entirely equal due to residual discrimination, women establish their places in society."
- "In the period between World War One and the Cold War, women have gained suffrage and new job opportunities in many countries, however, the significant wars and events between these periods have still not allowed women to receive equal pay as men or to have all the same opportunities as their male counterparts."
- "The attitudes towards and experiences of women from the First World War to the Cold War changed at women gaining voting rights and the greater opportunity outside the home but stayed the same as they were still seen as inferior and in charge of the domestic sphere."
- "Throughout history, there have been changing roles for women as well as different attitudes towards them. From World War I to the Cold War, attitudes towards women stayed the same as they were still seen as subordinate to men, but changed in that they gained more rights and opportunities."
- "The role of women in Europe has changed many times throughout its history. Above all, the trend follows an up-down pattern with general improvement and then repression but the prominence of women in society and their ability to control their own situation, the degree of demand for women in the workforce and the degree of their participation in politics are the primary factors in attitudes toward and experiences of women."

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### a) **Argument Development — Describes**

Responses earn one point by describing the continuities and changes in the experiences of and attitudes toward European women from the First World War through the Cold War (1 point).

#### **Examples of acceptable descriptions of continuity and change:**

- “As a result of WWI, many of the men in Europe had gone to fight in the Great War to defend their homelands, thus causing women to fill their jobs left behind. Jobs like building weapons, making military uniforms, and taking care of business left behind by men. When World War I ended, the men came back and took back spots on jobs, taking them back from the women. However many men had died in the war, leaving the women with some of the jobs.”
- “Many women at the beginning of the Cold War period were still a part of the work force but many were forced back into the domestic sphere. The attitude had shifted back into a male dominated society. It slowly began shifting back into feminist ideology at the end of the Cold War.”
- “Though women were beginning to work outside the home and get an education, they were also still expected to be in charge of the children and keeping the house clean.”

### b) **Argument Development — Explains**

Responses can earn the point here by explaining the reasons for continuities and changes in the experiences of and attitudes towards European women (1 point).

#### **Examples of acceptable explanations of reasons for continuities and changes:**

- “In the first World War, as more and more men were sent off to die in trenches, most European countries ran out of male labor sources and began to draw women into blue collar work. Prior to this, they had only held ‘pink collar’ jobs, such as teachers, nurses, and telephone/telegraph operators. While this experience in the workforce (where they earned and often still earned less than men), did lead to an empowered feminist movement, resulting in female suffrage in several European countries, the vast majority of women returned to ‘domestic life’ and remained second class citizens.”



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**Examples of specific evidence that could be used to address the topic of the question:**

- Suffrage
- Birth control/abortion
- Women in military: nursing, combat
- Divorce
- Margaret Thatcher
- Simone de Beauvoir
- Employment opportunities/inequality/wage inequality/"glass ceiling"
- Education
- Property rights
- Feminism (Second and Third Wave)
- State policies toward women (fascist, Nazi, Soviet)
- Unrest and student revolts of 1968

**2 points**

**Examples of synthesis by connecting the argument to a development in a different historical period, situation, era, or geographical area (C4):**

- Furthering the argument that female candidates seeking public office such as Margaret Thatcher had to act masculine in order to confront widespread discrimination against women, the response reads: "A situation similar to this is how Queen Elizabeth the First of England was forced to act strong, powerful, and independent in the face of her enemies and her friends in order to win over the English people and garner their loyalty. Because of discrimination, a Queen Elizabeth I that represented feminine qualities would never win over the English people."
- "The development of [women's] rights is similar to the African [Americans] and their struggle for equality. Despite stubborn religious beliefs and misunderstood science that categorized them as inferior, just like the former slaves, women believed in basic human equality that did not hail the white men as superior. And through the horrendous impact of the war opened the eyes of man and made him see society in a new light. Such development continues to the modern day, with the most powerful person in Germany, a woman, Angela Merkel, and a rising member of the extreme right in France, Marine Le Pen, to have power traditionally granted to men."
- "The changes in attitude towards women during the twentieth century is similar to the changes witnessed during the Reformation and Enlightenment. Similarly, during that time period, women gained a lot of respect as Enlightenment thinkers such as Mary Wollstonecraft argued for equal opportunities for women through education. This was vastly different from the Reformation attitudes that looked down on women, as could be seen in the witchcraft craze that targeted women and burned them at the stake."

**1 point**

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Example of synthesis by connecting the argument to a different course theme or approach to history (C5):

- The response connects the argument to economic issues: "After the war ended, women kept this ability to work as a forced right. This led to a massive increase in the supply of labor which in turn allowed for more economic growth and development as when the supply of labor goes up, the wages go down."

Example of synthesis by connecting the argument to a different discipline or field of inquiry (C6):

- The response connects to American visual culture and art history: "The changes and continuities of women's experiences can also be seen in art from the twentieth century. Although Rosie the Riveter encouraged women to work, later newspaper ads and commercials sold items that would allow women to become good housewives. However, after women fought for their rights, commercials stopped focusing on women being good housewives and encouraged their education and jobs. Andy Warhol's Marilyn Monroe shows a female actress smoking, which goes against traditional housewife ideas."

Section I, Part A: Multiple Choice

$$\frac{35}{\text{Number Correct (out of 49)}} \times 1.0612 = \frac{37.14}{\text{Weighted Section I, Part A Score (Do not round)}}$$

Section I, Part B: Short Answer

Question 1  $\frac{2}{\text{(out of 3)}} \times 2.8887 = \frac{5.7774}{\text{(Do not round)}}$

Question 2  $\frac{2}{\text{(out of 3)}} \times 2.8887 = \frac{5.7774}{\text{(Do not round)}}$

Question 3  $\frac{3}{\text{(out of 3)}} \times 2.8887 = \frac{8.6661}{\text{(Do not round)}}$

Section II: Free Response

DBQ  $\frac{4}{\text{(out of 7)}} \times 4.6427 = \frac{18.5708}{\text{(Do not round)}}$

Long Essay  $\frac{3}{\text{(out of 6)}} \times 3.2500 = \frac{9.75}{\text{(Do not round)}}$

Sum =  $\frac{48.5417}{\text{Weighted Section I, Part B And Part II Score (Do not round)}}$

Composite Score:

$$\frac{37.14}{\text{Weighted Section I, Part A Score}} + \frac{48.5417}{\text{Weighted Section I, Part B and Section II Score}} = \frac{85.68}{\text{Composite Score (Round to nearest whole number)}}$$

AP Score Conversion Chart  
European History

Composite Score Range	AP Score
93 – 130	5
77 – 92	4
58 – 76	3
34 – 57	2
0 – 33	1